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ABSTRACT

This document provides information on eleven basic indicators of the well being of young children, their families, and communities worldwide. It consists of two parts: The first summarizes information on the importance of the early childhood period for children, the education system, and parents; describes the organization of efficient early childhood education programs; presents principles for early childhood education activities; defines major terms used in compiling statistics; and discusses the variety of ways in which early childhood education needs may be met and the collective responsibility of nations for their children's development and environment. The second part is a chart delineating worldwide statistical information on the "Basic Indicators on Young Children" in the child, family, community, and education areas. The wall-size chart lists the following information for each country, organized by continent or region: (1) number of children under 5 years; (2) the under-5 mortality rate; (3) the percentage of children under 5 years who are malnourished; (4) literacy rates for men; (5) literacy rates for women; (6) total fertility rates per woman; (7) gross national product per capita in U.S. dollars; (8) percentage of population with access to health care services; (9) percentage of population with access to safe water; (10) age range of the pre-primary age group; and (11) the pre-primary gross enrollment ratio. (KDFB)

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ED 397 964

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

EARLY CHILDHOOD CARE & EDUCATION

BASIC INDICATORS ON YOUNG CHILDREN

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UNESCO and EARLY CHILDHOOD CARE EDUCATION

"Learning begins at birth"

Article 5 – 1990 Jomtien World Declaration on Education for All

Early childhood care and education is an integral part of basic education and represents the first and essential step toward achieving the goals of Education-for-All. The learning capacity and value orientations of children are largely determined by the time the child reaches the age of formal schooling. For this reason, any sustained effort in Education for All must set targets and programmes for early childhood development and attempt to raise the life-skills level of families, who are the primary educators of children. Well conceived quality early childhood programmes help meet the diverse needs of young children during the crucial early years of life, enhance their readiness for schooling, have a positive and permanent influence on later schooling achievement and are a major entry point for family education programmes.

UNESCO intervenes at inter-agency and intergovernmental levels and assists governments in:

- preparing children for schools and schools for children by encouraging and promoting respect for the young child's natural, learning process;
- forging links at national level between the primary education system and early child development programming.
- undertaking sub-sectoral studies of the situation of young children and families, and formulating national and regional programmes in early childhood care and education.
- encouraging research leading to practical action and policy making in favour of young children and families;
- identifying and supporting first-class universities and institutes which will research national child and family needs and train high-level personnel to plan and animate national or regional policies.
- supporting pilot early childhood and family development projects that stress women's education.
- promoting legislation on behalf of children and families, in particular the Convention on the Rights of the Child.

In addition, UNESCO in keeping with its educational, scientific and cultural mandate:

- acts as a networking and clearing centre for information and briefings on early childhood;
- collaborates in artistic, intellectual and cultural events promoting reflection on childhood and family issues.

For further information, contact :
UNESCO's Young Child and the Family Environment Unit
ED/BAS/YCF, UNESCO,
7 Place de Fontenoy, 75352 Paris 07 SP France
Tel. (33-1) 45 68 08 15 / 06 86 . Fax (33-1) 40 65 94 05

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EARLY

Before you can build a house, it is necessary to lay foundation stones to support the entire structure. Before a child enters primary school, a similar foundation must be laid. Embedded within their family, their communities, and their cultural values, very young children (from birth to six) need to be supported in the development of the physical, mental and social abilities that will enable them to survive and thrive in later years. The successful education of the child during its years of schooling depends to a great degree upon the foundation stones laid during the pre-school years (Consultative Group on Early Childhood Care and Development, 1993)

Early Childhood Programmes

Early childhood care and education is an integral part of basic education and represents the first and essential step toward achieving the goals of Education-for-All. It refers to programmes intended to provide care and/or education for children from their birth until the age of 6 or 7 (prior to their entry into primary education). These may be provided in a variety of institutions and organizational settings, such as pre-schools, kindergartens, nurseries, day care centres, play groups, etc. They may be organized by various Ministries/agencies concerned with the education, development, care and welfare of children up to the age of 6 or 7 (e.g., Ministry of Education, Health, Social Welfare, etc.), or other non-governmental institutions (e.g. NGOs, religious groups, national women's associations, universities, etc.), as well as by parent and community groups.

Improving children's health and nutrition is a first concern, but increasingly, as fourteen out of fifteen of the world's children survive until the age of one, governments and civil society are turning their attention to the psycho-social and cognitive development of children. The first 6 years of the child's development are in many ways the most crucial. The health, nutrition, physiological, psychological, and even ethical foundations for future learning ability are largely determined by the time the child reaches the age of formal schooling.

The number of children aged 0 to 6 is increasing in most countries. At present, only a minority have access to any form of early childhood education, a significant factor in primary school retention and achievement. Therefore, many countries have started to raise their targets substantially for early childhood education. **Children's needs do not have to be met exclusively by formal pre-schools, professional staff, and programmes funded by national governments. Many countries with limited national budgets have set up successful early childhood programmes in both centre-based and home settings through forming effective alliances between on the one hand, local communities or private enterprises and on the other, local government or Ministries of Education, Health and Social Welfare.**

School/centre-based programmes include the expansion of government-funded kindergartens and pre-schools, the promotion of community-based pre-schools and the accreditation, regulation and support of private kindergartens, NGO-run day care centres and workplace-based centres. Home-based programmes, which in many countries address the majority of children aged 0 to 6, include training programmes for mothers and use of the media for information on nutrition, child care and development.

A collective responsibility

All nations are responsible for their children, and for the welfare of those who contribute, directly or indirectly, to the child's development and environment. As learning begins at birth and sets the stage for further learning, the care and education of children is a primary task of all societies, and the role of parents and families as primary caregivers and educators is essential. A young child's mental and physical development are most rapid

CHILDHOOD & CARE EDUCATION

in the early years. It is at that time that a child learns to move, coordinate, communicate, interpret and cope with its environment. Informal learning within the family is thus a powerful prerequisite for future success.

Early childhood programmes actively seek out and build on existing inherent strengths in families and communities, as well as responding to their diverse needs. Such programmes can be used to strengthen the position of mothers as primary caregivers.

The material conditions of parents, especially of mothers, their level of life skills, parenting abilities and education are among the major influences on the child. Family responsibilities should not be used, however, as an alibi for the social or educational downgrading of women and girls. Gender discrimination and lack of adequate educational access and success for girls has serious implications, not only for the girls themselves, but for future generations of children who will be mothered by uneducated young women. By ignoring the needs of women, one also impedes the rights of children.

A young child's development does not occur in isolation. It is strongly affected by family and community factors, which continue to influence the child's later learning achievement in terms of enrolment, progress and performance in school. The care and education (including health, nutrition, attention and stimulation) a young child receives from birth depends very much upon parents, family and community. This depends not only on availability and on parents and caregivers abilities, but also on access to services that can help the child and support parents in their role and function of parenting.

As early childhood care and education is concerned with learning and development rather than schooling, it directs its interventions towards all aspects of the child's learning environment – parents, the family, the community, as well as the professionals and paraprofessionals who intervene in the child's life. To illustrate this interdependence, eleven indicators have been selected for the main table in this chart and presented for selected countries or areas under the headings Young Child, Family, Community and Pre-Primary Education.

The importance of EARLY

Importance of early childhood education for children

- The period from birth to six years is the most important period for the development of the human being: proportionnally that period is the richest in terms of learning outcomes as well as physical and mental development. At six, the young child has developed the main physical and mental capacities on which he will then base his further development.
- Early childhood education helps the child to better understand his human and physical environment, and to learn the most from it.
- Early childhood education equips young children with the prerequisite cognitive and social skills to enter primary education successfully.
- Research shows that of all educational investments, early childhood care and education achieves the highest rates of social return both in developing and industrialized countries.

Importance of early childhood education for the education system

- Not only does early childhood education raise the efficiency of primary school by preparing the young child for entry, it has also been shown that children who have been exposed to an adapted early childhood education are more successful in their schooling than those who have not.
- Early childhood education can be a very efficient preventive measure against high drop-out and repetition rates. By raising the achievement rate of primary education, an efficient early childhood education can reduce costs of the entire education system, e.g. reducing the number of repeaters, the cost of compensatory systems and the number of drop-outs.
- Early childhood education is an efficient way to fight inequalities in the education system which because of disadvantaged milieus are already apparent in the first years of primary schooling. Early childhood education can reduce social and cultural differences and allow young children from poor backgrounds to enter the school system on more equal terms with others.

Importance of early childhood education for parents

- Home-based childhood care and education offers a means to parents to grow personnaly and assume their responsibility as primary educators of their children. When organized intelligently and properly supervised, it can also be a precious means of educating parents.
- Early childhood education, when situated in a kindergarten or a preschool, answers the working parents' need for child care, while providing a valuable sound and educational experience for young children.
- Well supported programmes which enhance the child's learning and increase their chances of success in their schooling, will rapidly be perceived by parents as a precious support to them in bringing up their children.

CHILDHOOD EDUCATION

Organization of efficient early childhood education

- mobilize all parents and those in contact with children under six, especially in disadvantaged areas.
- strengthen whatever available resources exist for children – especially in the home – to play, discover, communicate and grow in self-esteem.
- apply basic principles of educational interaction with children*: assist the child's concentration and sense of discovery by focusing on what is of interest to the child; give meaning to the child's environment through pointing, talking, naming things...; communicate with the child through stories and play which explain the world and relate events and perceptions; help the child build self-esteem and achieve autonomy.
- organize the necessary advisory and follow-up services to encourage local initiatives.
- design a training system adapted to the different categories of persons who may be in charge of children under six and therefore responsible for preschool education, e.g. parents, paraprofessionals, daycare workers, preschool teachers, etc.

Some principles for early childhood education actions

- *The holistic nature of child development.* In promoting social and cognitive development, other basic needs of the child, such as nutrition, health care and emotional security, must also be ensured.
- *The special learning needs of the young child.* Early childhood programmes are adapted to the child's needs and learning patterns, and not impose inappropriate content or methods. Special attention is given to meaningful interaction, modeling of basic life skills, play, language development, mediated learning experiences and leading the child into shared human and cultural values.
- *The essential role of the primary caregivers in early childhood care and education.* The material conditions of parents, especially of mothers, their level of life skills, parenting abilities and education are among the major influences on the child. Parents, therefore, must be involved in programmes including centre-based systems, and parenting education promoted.
- *The need to safeguard equality of opportunity and promote the responsibility of both parents.* The care and education of children is a primary task of all societies. Family responsibilities should not be used as an alibi for the social or educational downgrading of women and girls. Adequate support systems for mothers need to be created and greater investment by fathers in their children encouraged.
- *The need to highlight the convergence of interests and create appropriate linkages* between public and private care for children; between early childhood care and education and school; between families and centre-based care and education; between learning achievement and socio-cultural values - in brief, the need for a concertation of efforts to benefit young children.

* Klein & Hundeide, *Training Manual for the MISC Program*, Bergen, 1989.

Definition of Terms

THE YOUNG CHILD

The status of young children is reported in terms of the under-five mortality rate and the percentage who are malnourished. Under-five mortality not only indicates the probability of a child surviving to the age of five, but also more generally reflects the risk of survivors falling ill. The percentage of malnourished children reflects the level of malnutrition, which both slows physical growth and retards the psycho-social development of the child. It also reflects the health and nutritional situations of all members of the population.

Children under 5:

Total number of children, both boys and girls, who have not reached their fifth birthday.
(Source: UNICEF)

Under-5 mortality rate:

Number of deaths of children under five years of age per 1000 live births.
(Source: UNICEF)

Malnourished children under 5:

Percentage of children, under the age of five, below minus two standard deviations from median weight for age of the reference population.
(Source: UNDP / World Bank)

THE FAMILY

The family's impact on a young child is illustrated in terms of total fertility, and male and female literacy rates. High fertility generally reflects closely spaced births, which in the context of low income, leads to the exhaustion of mothers and the division of their limited time and resources among many children. Female literacy has a major bearing not only on psychosocial development, but also on the provision of appropriate health and nutrition support to the young child. The educational level of mothers has been linked significantly with falling fertility rates, decreasing infant and maternal mortality, enhanced levels of infant and child development, and improved social outcomes for children. Obviously, the impact of the family on the child is not in any way confined to these variables.

Literacy rate:

Percentage of the male and female population aged 15 and over who can read and write.
(Source: UNESCO)

Total fertility rate:

Number of children who would be born per woman, if she were to live to the end of her child-bearing years, conforming to the existing fertility pattern of the country.
(Source: UNICEF)

THE COMMUNITY

Access to health care services and safe water, and Gross National Product (GNP) generally indicate the community support available. Health services provide direct support for the young child, such as vaccinations and medicine, as well as support and advice for the family. Safe, clean water supplies for drinking, cooking and bathing help prevent the spread of diseases.
GNP is a broad measure of the economic situation of a country and reflects the likely existence of community infrastructures including schools and roads, and its capacity to finance early childhood programmes.

GNP per capita $US 1992:

The gross national product estimated at current market prices in US dollars.
(Source: World Bank)

Access to health care services:

Percentage of the population that can reach appropriate local health care within one hour's walk or travel.
(Source: UNICEF)

Access to safe water:

Percentage of the population with reasonable access to safe water supply.
(Source: UNICEF)

PRE-PRIMARY EDUCATION

With regard to schooling, the World Conference on Education for All strongly advocated that all countries set targets for the 1990s in terms of the learning achievements of children. Measures of enrolment in pre-primary education are used as interim indicators of learning achievement and preparedness for primary schooling. Pre-primary education programmes are intended to introduce young children to a school-like environment. They are concerned with the social, mental and physical development of young children, and often include activities designed to prepare children for the learning of reading, writing and mathematics. Research has shown that children awho have experienced pre-primary programmes are more likely than other children to remain in primary school and achieve good results.

Pre-primary age-group:

Population age-group that according to the national regulations can be enrolled in pre-primary education.
(Source: UNESCO)

Pre-primary gross enrolment ratio:

Total enrolment in pre-primary education, regardless of age, expressed as a percentage of the population age-group corresponding to the national regulations for this level.
(Source: UNESCO)

Basic Indicators on Young C

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Country or region	YOUNG CHILD				FAMILY			COMMUNITY		PRE-PRIMARY EDUCATION	
	Children under 5 (thousands)	Under 5 mortality rate	Malnourished children under 5 (%)	Literacy rate Men (%)	Literacy rate Women (%)	Total fertility rate (per woman)	GNP per capita (US$)	Access to health care services (%)	Access to safe water (%)	Pre-primary age group	Pre-primary gross enrolment ratio (%)
	1993	1993	1992 a/	1995	1995	1993	1992 b/	1985-93	1988-93	1991	1991
AFRICA	**100871**	**163**	**25**	**66**	**46**	**6.1**	**795**	**62**	**53**	**4-5**	**11**
ANGOLA	2000	292	32	56	29	7.1	610 b/	30	41	5	53
BENIN	1000	144	21	49	26	7.1	410	18	51	3-5	3
BOTSWANA	200	56	15	81	60	5.0	2790	89	89	5	3
BURKINA FASO	1800	175	26	29	9	6.5	300	49	56	4-6	1
BURUNDI	1100	178	38	49	22	6.7	210	80	57	4-6	1
CAMEROON	2200	113	14	75	52	5.7	820	41	50	4-5	13
CAPE VERDE	55	73	19 a/	81	64	4.4	850	82	74	5-6	22
CENTRAL AFRICAN REPUBLIC	600	177	30 a/	68	52	6.2	410	45	24	4-5	6

CHAD	1100	206	30	62	35	5.9	220	30	26	4-5	0.1
COMOROS	96	128	..	64	50	7.1	510	82	58	4-6	6
CONGO	500	109	24	83	67	6.2	1030	83	38	3-5	3
CÔTE D'IVOIRE	2700	120	12	50	30	7.4	670	30	76	5-6	1
EQUATORIAL GUINEA	58	180	..	90	68	5.9	330	..	47	2-5	
ERITREA	600	204	..	..	..	5.8	110	..	..	..	
ETHIOPIA	10000	204	48	46	25	7.0	110	46	25	4-6	1
GABON	200	154	13	74	53	5.4	4450	90	68	3-5	0.4
GAMBIA	116	216	23	53	25	6.2	370	90	77	5-6	25
GHANA	2900	170	27	76	54	5.9	450	60	52	4-5	39
GUINEA	1200	226	22	50	22	7.0	510	80	55	3-6	1
GUINEA-BISSAU	200	235	23	68	42	5.8	220	40	41	4-6	2
KENYA	4900	90	14	86	70	6.2	310	77	49	3-5	34
LESOTHO	300	156	16	81	62	4.7	590	80	47	..	
LIBERIA	500	217	20	54	22	6.8	450 b/	39	50	4-6	32
MADAGASCAR	2400	164	33	88	73	6.6	230	65	23	3-5	1
MALAWI	2200	223	27	72	42	7.5	210	80	56	3-5	0.5
MALI	2000	217	31	39	23	7.1	310	15	41	5-7	0.5
MAURITIUS	100	22	24	87	79	2.0	2700	100	97	3-4	23
MOZAMBIQUE	2800	282	44	58	23	6.5	60	39	22	6	10
NAMIBIA	300	79	26	..	..	6.0	1610	72	52	6	13
NIGER	1700	320	36	21	7	7.1	280	32	59	5-6	2
NIGERIA	23500	191	36	67	47	6.4	320	66	36	3-5	15
RWANDA	1600	141	29	70	52	8.4	250	80	66	4-6	1
SAO TOME & PRINCIPE	18	84	17 a/	73	42	5.4	360	88	52	3-6	19
SENEGAL	1400	120	22	43	23	6.0	780	40	48	4-6	2
SEYCHELLES	8	20	6 a/	56	60	2.6	5460	99	99	4-5	40
SIERRA LEONE	800	284	29	45	18	6.5	160	38	37	3-4	2
SOUTH AFRICA	5600	69	43 a/	82	82	4.1	2670	..	95	5	16
SWAZILAND	120	157	10	78	76	5.0	1090	55	30	3-5	17
TANZANIA	5700	167	29	79	57	6.8	110	76	50	4-6	0.2
TOGO	700	135	24	67	37	6.5	390	61	60	3-5	3
UGANDA	3900	185	23	74	50	7.2	170	49	31	..	
ZAIRE	8100	187	31	87	68	6.7	230 b/	46	39	3-5	2
ZAMBIA	1700	203	25	86	71	6.3	290	75	53	3-6	0.7
ZIMBABWE	1900	83	12	90	80	5.3	570	85	84	5-6	35

ARAB STATES	**38191**	**74**	**16**	**71**	**51**	**5.3**	**4767**	**81**	**77**	**4-5**	**19**
ALGERIA	4000	68	9	74	49	4.8	1840	88	68	5	3
BAHRAIN	74	22	..	89	79	3.8	7130	100	100	3-5	23
DJIBOUTI	77	158	23 a/	60	33	6.6	1210	37	43	5	1
EGYPT	7700	59	9	64	39	4.1	640	99	90	4-5	7
IRAQ	3400	71	12	71	45	5.7	1500 b/	93	77	4-5	8
JORDAN	800	27	6	93	79	5.7	1120	97	99	4-5	21
KUWAIT	300	13	6	82	75	3.7	16150 b/	100	100	4-5	35
LEBANON	400	40	8	95	90	3.1	2150 b/	95	92	3-5	65
LIBYAN ARAB JAMAHIRIYA	900	100	4	88	63	6.3	5310 b/	100	97	4-5	1
MAURITANIA	400	202	48	50	26	6.5	530	45	66	3-5	0.2
MOROCCO	3900	59	9	57	31	4.3	1030	70	54	5-6	57
OMAN	300	29	..	47	12	6.7	6480	96	84	4-5	4
QATAR	40	25	..	79	80	4.5	16750	100	91	4-5	30
SAUDI ARABIA	2700	38	12	72	50	6.3	7510	97	95	4-5	7
SOMALIA	1900	211	36	36	14	7.0	150 b/	27	37	4-5	0.4
SUDAN	4800	128	35	58	35	6.0	420 b/	51	48	5-6	18
SYRIAN ARAB REPUBLIC	2600	39	12	86	56	6.1	1160	90	74	3-5	6
TUNISIA	1100	36	10	79	55	3.4	1720	90	99	3-5	9
UNITED ARAB EMIRATES	200	21	6	79	80	4.5	22020 b/	99	95	4-5	73
YEMEN	2600	137	30	53	26	7.1	520	38	36	3-6	4
LATIN AMERICA	**51496**	**45**	**12**	**88**	**85**	**3.5**	**2048**	**75**	**72**	**4-5**	**47**
ARGENTINA	3200	27	1	96	96	2.8	6050	71	71	4-5	68
BELIZE	30	42	6 a/	..	..	4.5	2220	95	73	3-4	15
BOLIVIA	1100	114	13	91	76	4.5	680	67	54	4-5	29
BRAZIL	17200	63	7	83	83	2.7	2770	..	87	4-6	35
CHILE	1500	17	3	95	95	2.7	2730	97	86	5	77
COLOMBIA	3900	19	10	91	91	2.6	1330	60	86	5	44
COSTA RICA	400	16	6	95	95	3.1	1960	80	93	5	67
ECUADOR	1500	57	17	92	88	3.6	1070	88	55	4-5	20
EL SALVADOR	800	60	15	73	70	4.0	1170	40	47	4-6	19
GUATEMALA	1700	73	34	62	49	5.3	980	34	62	4-6	16

GUYANA	100	63	22	99	97	2.6	330	96	81	4-5	71
HONDURAS	900	56	21	73	73	4.9	580	66	68	5-6	18
MEXICO	11700	32	14	92	87	3.1	3470	78	84	4-5	62
NICARAGUA	700	72	11	65	67	5.0	340	83	54	3-6	13
PANAMA	300	20	16	91	90	2.8	2420	80	84	5	54
PARAGUAY	700	34	4	93	91	4.3	1380	63	35	6	32
PERU	2900	62	11	95	83	3.5	950	75	72	3-5	36
SURINAME	66	34	..	95	91	2.8	4280	91	84	4-5	94
URUGUAY	300	21	7	97	98	2.3	3340	82	75	2-5	33
VENEZUELA	2500	24	6	92	90	3.1	2910	..	89	5	137
CARIBBEAN	**3408**	**33**	**11**	**89**	**88**	**2.8**	**3553**	**92**	**82**	**3-4**	**37**
ANTIGUA & BARBUDA	6	24	10 a/	..	..	1.7	5980	100	100	3-5	60
BAHAMAS	25	29	..	99	98	2.1	12070	100	59	3-4	3
BARBADOS	19	10	5 a/	98	97	1.7	6540	100	100	3-4	40
CUBA	900	10	8	96	95	1.9	1170 b/	98	98	5	101
DOMINICA	8	22	4 a/	94	94	2.5	2520	100	..	3-4	33
DOMINICAN REPUBLIC	1000	48	10	82	82	3.3	1050	80	59	3-6	14
GRENADA	12	35	..	98	98	4.9	2310	100	85	3-4	28
HAITI	1000	130	37	48	42	4.8	370	50	39	3-5	41
JAMAICA	300	13	7	81	89	2.3	1340	90	100	3-5	83
SAINT KITTS & NEVIS	4	41	..	98	98	2.5	3990	100	100	3-4	30
SAINT LUCIA	22	22	14 a/	81	82	3.3	2920	100	67	3-4	15
SAINT VINCENT	12	24	..	..	..	2.6	1990	80	..	3-4	20
TRINIDAD & TOBAGO	100	21	7	99	97	2.7	3940	100	97	3-4	8
NORTH AMERICA	**21600**	**9**	**..**	**99**	**99**	**1.9**	**21975**	**99**	**98**	**4-5**	**65**
CANADA	1900	8	..	99	99	1.8	20710	99	97	4-5	65
UNITED STATES OF AMERICA	19700	10	12	99	99	2.1	23240	100	100	3-5	65

RLY CHILDHOOD
ldren & CARE
EDUCATION

	YOUNG CHILD				FAMILY			COMMUNITY		PRE-PRIMARY EDUCATION	
Country or region	Children under 5 (thousands) 1993	Under 5 mortality rate 1993	Malnourished children under 5 (%) 1992 a/	Literacy rate Men (%) 1995	Literacy rate Women (%) 1995	Total fertility rate (per woman) 1993	GNP per capita (US$) 1992 b/	Access to health care services (%) 1985-93	Access to safe water (%) 1988-93	Pre-primary age group 1991	Pre-primary gross enrolment ratio (%) 1991
ASIA	**384073**	**76**	**33**	**84**	**72**	**3.9**	**3693**	**78**	**69**	**3-5**	**32**
AFGHANISTAN	3700	257	34	47	15	6.8	280 b/	29	23	3-6	1
AZERBAIJAN	900	52	..	98	96	3.2	740	..	62	3-5	18
BANGLADESH	18700	122	66	49	26	4.7	220	45	84	5	69
BHUTAN	300	197	38	56	28	5.8	180	65	34	5-6	0.1
BRUNEI DARUSSALAM	33	10	..	93	83	3.2	20760	96	90	3-5	50
CAMBODIA	1500	181	37	48	22	4.5	200 b/	53	36	5	8
CHINA	120200	43	21	90	73	2.2	470	90	69	3-6	24
HONG KONG	400	7	..	96	88	1.5	15360	99	100	3-5	87

INDIA	113400	122	63	65	38	3.8	310	85	79	4-5	3
INDONESIA	23300	111	40	90	78	3.1	670	80	51	5-6	18
IRAN (ISLAMIC REPUBLIC OF)	11200	54	37	78	59	5.9	2200	80	89	5	13
ISRAEL	600	9	..	95	89	2.8	13220	100	98	2-5	83
JAPAN	6800	6	2	99	99	1.7	28190	100	97	3-5	47
KAZAKHSTAN	1800	49	..	99	96	2.7	1680	..	62	..	
KOREA (DEM. PEOPLE'S REP.)	2600	32	..	99	93	2.4	970 b/	100	83	4-5	102
KOREA (REPUBLIC OF)	3400	9	..	99	97	1.8	6790	100	93	5	60
KYRGYZSTAN	600	58	..	98	95	3.9	820	..	62	..	
LAO PEOPLE'S DEM. REP.	800	141	37	69	44	6.6	250	67	36	3-5	6
MALAYSIA	2700	17	18	89	78	3.6	2790	88	78	4-5	35
MALDIVES	40	78	56 a/	93	93	7.6	500	75	95	4-5	8
MONGOLIA	400	78	12	89	77	4.6	780 b/	95	80	4-7	38
MYANMAR	6300	111	32	89	78	4.1	220 b/	48	32	4	
NEPAL	3400	128	49	41	14	5.4	170	10	42	3-5	
PAKISTAN	22000	137	40	50	24	6.1	420	55	68	3-4	20
PHILIPPINES	9300	59	34	95	94	3.9	770	76	82	5-6	11
SINGAPORE	200	6	14	96	86	1.8	15730	100	100	4-5	21
SRI LANKA	1800	19	29	93	87	2.5	540	93	60	4	48
TADJIKISTAN	1000	83	..	98	96	5.3	490	..	62	3-6	13
THAILAND	5600	33	26	96	92	2.2	1840	90	77	3-5	34
TURKEY	7700	84	10	92	72	3.4	1980	100	92	4-5	5
TURKMENISTAN	600	89	..	98	96	4.5	1230	..	62	..	
UZBEKISTAN	3400	66	..	98	96	4.3	850	..	62	..	
VIET NAM	9400	48	42	96	91	3.8	240 b/	90	24	3-5	30

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OCEANIA	**2422**	**47**	**25**	**88**	**83**	**3.9**	**4173**	**95**	**80**	**3-5**	**33**
AUSTRALIA	1300	8	..	99	99	1.9	17260	100	99	5	70
FIJI	98	28	..	94	89	3.0	2010	99	79	3-5	13
KIRIBATI	10	80	..	..	..	..	700	100	73	4-5	
NEW ZEALAND	300	9	..	99	99	2.1	12300	100	97	2-4	75
PAPUA NEW GUINEA	600	95	35	81	63	4.8	950	96	33	5-6	0.4
SAMOA	25	57	..	98	98	4.7	940	100	82	3-4	
SOLOMON ISLANDS	49	33	20	..	..	5.5	710	80	82	3-5	22

VANUATU	27	84	20	57	48	5.4	1210	80	71	3-5	19
EUROPE	**47956**	**15**	**..**	**98**	**96**	**1.9**	**11364**	**99**	**91**	**3-5**	**69**
ALBANIA	400	41	30	..	..	2.7	790b/	100	92	3-5	59
ARMENIA	400	33	..	99	98	3.0	780	..	85	..	
AUSTRIA	400	8	..	99	99	1.5	22380	100	100	3-5	71
BELARUS	700	22	..	99	96	1.9	2930	100	100	3-5	
BELGIUM	600	10	..	99	99	1.7	20880	100	95	3-5	110
BOSNIA-HERZEGOVINA	..	15	..	..	..	1.7	2290 b/	..	..	3-6	
BULGARIA	600	19	..	96	93	1.8	1330	100	96	3-5	77
CROATIA	301	10	..	..	..	1.7	4440 b/	..	..	3-6	18
CYPRUS	64	10	8	98	91	2.3	9820	95	100	3-5	57
CZECH REPUBLIC	700	10	..	99	99	1.9	2450	100	74	3-5	83
DENMARK	300	7	..	99	99	1.7	26000	100	100	6	99
ESTONIA	100	23	..	99	99	2.1	2760	..	84	3-6	59
FINLAND	300	5	..	99	99	1.8	21970	100	79	6	57
FRANCE	3800	9	..	99	99	1.8	22260	100	99	2-5	83
GEORGIA	400	28	..	99	98	2.1	850	..	85	..	
GERMANY	4600	7	..	99	99	1.5	23030	100	98	3-5	89
GREECE	500	10	..	98	89	1.5	7290	..	95	4-5	53
HUNGARY	600	15	..	99	99	1.8	2970	100	84	3-5	114
ICELAND	21	6	..	98	98	2.2	23880	100	100	5-6	52
IRELAND	300	7	..	98	98	2.1	12210	100	97	4-5	101
ITALY	2900	9	..	98	96	1.3	20460	100	99	3-5	92
LATVIA	200	26	..	99	99	2.0	1930	..	84	3-6	40
LITHUANIA	300	20	..	99	97	2.0	1310	..	84	2-6	35
LUXEMBOURG	22	10	..	99	99	1.5	35160	100	..	4-5	93
MALTA	28	12	..	85	86	2.1	7280	100	100	3-4	104
MOLDOVA	400	36	..	98	94	2.5	1300	..	84	3-5	55
NETHERLANDS	1000	8	..	99	99	1.7	20480	100	100	4-5	99
NORWAY	300	8	..	99	99	2.0	25820	100	99	4-6	97
POLAND	2800	15	..	99	99	2.1	1910	100	67	3-6	42
PORTUGAL	600	11	..	89	82	1.5	7450	100	92	3-5	49
ROMANIA	1800	29	..	98	95	2.1	1130	100	55	3-5	76
RUSSIAN FEDERATION	10100	31	..	99	97	1.8	2510	..	84	3-5	71

SLOVAK REPUBLIC	400	18	..	99	99	2.0	1930	100	74	3-5	83
SLOVENIA	120	8	..	..	..	1.6	6540 b/	..	..	3-6	44
SPAIN	2100	9	..	97	93	1.4	13970	95	95	2-5	58
SWEDEN	600	6	..	99	99	2.1	27010	100	100	4-6	72
SWITZERLAND	400	8	..	99	99	1.7	36080	100	99	4-6	62
UKRAINE	3300	25	..	..	..	1.8	1820	100	100	3-5	56
UNITED KINGDOM	3900	8	..	99	99	1.9	17790	100	100	3-4	51
YUGOSLAVIA (FED. REP.)	1600	21	..	93	88	..	..	100	..	3-6	29
WORLD	**650017**	**76**	**22**	**81**	**71**	**4.0**	**4774**	**80**	**72**	**3-6**	**36**

Symbols

The following symbols have been used:

.. Data not available
a/ Data refers to 1991
b/ Data refers to 1991

Main data sources

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